EFFECTIVE USE OF TECHNOLOGY WEBINAR SERIES
– Session 2 –

Closing the Digital Accessibility Gap: Effective Technology Use for All Students

Monday, June 15, 2020, 2:00-3:00 p.m. ET

Introduction to the Effective Use of Technology Webinar Series

Dig deeper into State coordinator (SC)-identified needs.

Engage with experts and peers.

Build capacity of SCs to support local education agencies (LEAs) addressing issues via Title IV, Part A.

Providing technical assistance (TA).

Reviewing and processing applications.

Supporting evaluation.

Closing the Digital Accessibility Gap: Effective Technology Use for All Students

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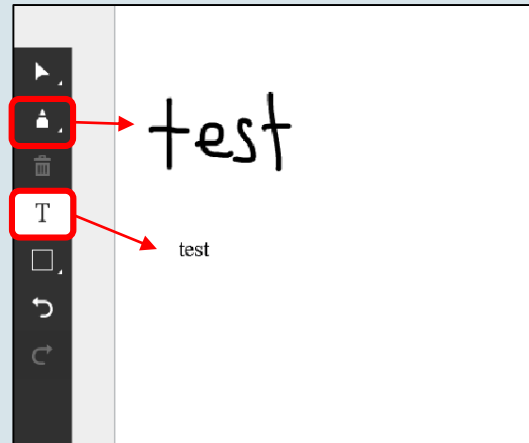Education Systems (CITES)
(Speaker)

Wednesday, June 15, 2020, 2:00-3:00 p.m. ET
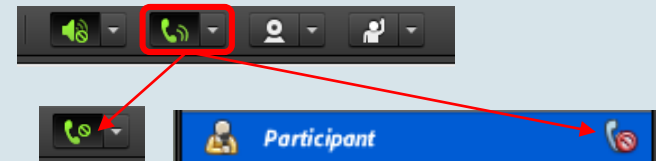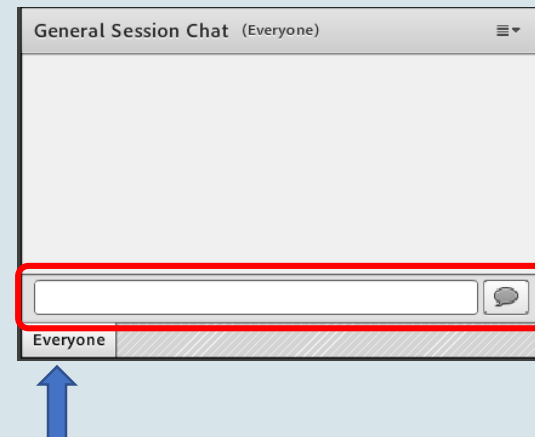
Housekeeping

1. Raise hand/react.

2. Annotate or use marker.

3. Mute/unmute.

4. Chat.

Agenda

The role of Universal Design for Learning (UDL) and digital accessibility in federal legislation and the National EdTech Plan

What is UDL, and how does it relate to the effective use of technology?

How can SCs have an impact on digital accessibility as they support their LEAs?
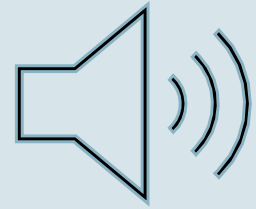
Resources and next steps

Pulse Check

When was the last time you used an accessibility feature in your daily life? What was it?

Closed-Captioning

Text-to-Speech

Screen Magnification

Curb Cuts or Ramps

Speech-to-Text

Objectives

Understand	Understand the federal mandate for digital accessibility and the role it plays in equitable learning opportunities.
Identify	Identify UDL principles and important digital accessibility features.
Learn	Learn about concrete action steps you can take to support LEAs in making technology decisions that meet student needs.
Explore	Explore resources available to support your work.

Setting the Context

Why is digital accessibility a critical component in the effective use of technology?

Disability Legislation and Digital Accessibility

The Rehabilitation Act of 1973 (Section 504, Section 508)

Americans with Disabilities Act of 1990 (as amended in 2008)

Individuals with Disabilities Education Improvement Act of 2004

Information and Communication Technology Refresh (Section 508 of the Rehabilitation Act of 1973)

Putting People at the Center

What Do We Mean By That?

"Learning experiences enabled by technology should be **accessible** for all learners …

Modern public buildings include features such as ramps, automatic doors, or braille on signs to make them accessible by everyone. In the same way, **features such as text-to-speech, speech-to-text, enlarged font sizes, color contrast, dictionaries, and glossaries** should be built into educational hardware and software to make learning **accessible to everyone**."

(National Education Technology Plan, 2017)

Equitable, Accessible, and Universally Designed

"... institutions should develop and implement learning resources that embody the flexibility and power of technology to create **equitable** and **accessible** learning ecosystems that make learning possible everywhere and all the time for all students.... institutions should insist on the use of resources and the design of learning experiences that use **UD practices to ensure accessibility and increased equity of learning opportunities**." (*National Education Technology Plan, 2017*)

Connection to Title IV, Part A Effective Use of Technology

"… increase access to personalized, rigorous learning experiences supported by technology by providing technical assistance to local educational agencies to improve the ability of local educational agencies to … use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners"

SEC. 4104. [20 U.S.C. 7114] STATE USE OF FUNDS

Universal Design (UD) and Digital Accessibility

Universal Design for Learning

Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for all by setting clear, rigorous goals; anticipating barriers; and proactively designing to minimize those barriers.

UDL – Design Matters!

POUR: The Four Principles of Accessibility

Perceivable

- Users need to be able to see and hear content.

Operable

- Users must be able to interact with the content.

Understandable

- Content and navigation should be understandable.
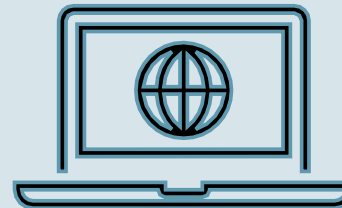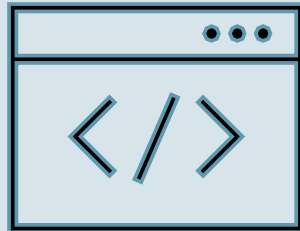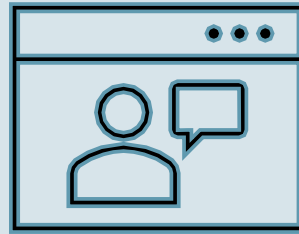
Robust

- Content needs to work well with current and future technologies.

National Accessible Educational Materials (AEM) Center

aem.cast.org

Born Digital to Born Accessible
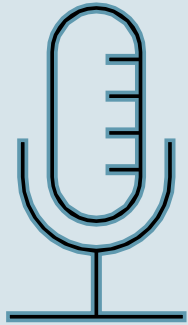
UDL/Digital Accessibility

- Taking UD and UDL perspectives encourages everyone to think about how to present information in multiple ways, accessible to a wide variety of users.

- Designing for accessibility first, rather than waiting to accommodate later, saves time and money.

Polling Question

Which of the following do you think would make the biggest difference in improving digital accessibility in your LEAs?

❑ Accessibility policies and procurement
❑ Funding
❑ Breaking down silos between Assistive Technology and EdTech
❑ Building teacher capacity

Make an Impact

How You Can Support LEAs in Addressing Digital Accessibility

How Do We Get There?

Discussing Benefits of Digital Accessibility …

Improves student learning and engagement.

Improves user experience.

Saves time and money.

Accessibility Benefits Everyone

- Products designed to support users with disabilities have benefits for a wide audience.

- Recall the pulse check question at the beginning of this webinar …

Think about: What other benefits would students and their families receive if ALL digital learning was accessible and universally designed?

LEAs Need Support

Breaking down departmental silos between assistive technology and EdTech.

Developing policies and guidance on accessibility.

Knowing what to look for when purchasing technology tools.

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Teachers Need Support

Learning technology basics – how to's.

Using technology to personalize learning.

Providing supports for students with disabilities/assistive technology.

Selecting accessible educational materials and creating accessible content.

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The Time Is Now …

- Technology is changing rapidly, and many mainstream technologies are building in accessibility features.

- Infrastructure supports for more widespread technology implementation in schools and districts (e.g., broadband, lower cost tools) are improving.

- Federal and state initiatives are encouraging districts to reimagine how they use technology for teaching and learning.

Plant the Accessibility Seed

Does the LEA have an accessibility policy? Is accessibility included in procurement?

How are students with disabilities using technology? What barriers do they encounter?

Are all staff aware of the need for accessibility? Do they have the resources they need?

What are primary concerns around digital accessibility?

Group Discussion

What can you do in your state to support more accessible technology-enhanced learning for students? What resources might your LEAs need?

Five Ways You Can Support LEAs

1 Ensure understanding of accessibility legislation.

2 Encourage LEAs to include accessibility in all contracts.

3 Learn more about how people with disabilities are using current EdTech tools, the barriers they experience, and using assistive technology tools.

4 Support developing a districtwide vision for accessible technology.

5 Look for UDL principles in LEA plans for blended and personalized instruction with technology.

Wrap-Up and Next Steps

What Comes Next?

- Next session:

  - **Best Practices for Teaching With Technology**

  - July 1, 2020, 2-3 p.m. ET

- Contribute your state's promising examples, products, resources to the Practitioner's Toolbox.

- Explore the searchable Resource Library.

- Join the discussion in the Portal.

Suggested Resources

Digital Accessibility Resources

- Simply Said: Understanding Accessibility in Digital Learning Materials: https://www.youtube.com/watch?v=HzE5dj1WTSo&feature=youtu.be

- Designing for Accessibility with POUR: http://aem.cast.org/creating/designing-for-accessibility-pour.html

- Accessibility Standards, Specifications and Guidelines: http://aem.cast.org/creating/accessibility-standards-specifications-guidelines.html

Digital Accessibility Resources (continued)

- Digital Accessibility Toolkit: What Education Leaders Need to Know: https://powerupwhatworks.org/sites/default/files/Digital-Toolkit-Update-508.pdf

- Center on Technology and Disability – Digital Accessibility: https://www.ctdinstitute.org/audience/accessibility

- Evolution of Federal Disability Legislation 1973-2016 (infographic): https://powerupwhatworks.org/sites/default/files/Evolution%20of%20Federal%20Disability%20Legislation_1973-2016_8.19.16%20FINAL.pdf

Federal Resources

- Information and Communication Technology (ICT) Final Standards and Guidelines: https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/final-rule

- Joint "Dear Colleague" Letter – Electronic Book Readers: https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html

Federal Resources
(continued)

- Section 508 Accessibility Training: https://section508.gov/training

- 2017 Accessibility Refresh Fact Sheet: https://www.section508.gov/sites/default/files/2017_508-Refresh-Fact-sheet-updated.pdf

- Voluntary Product Accessibility Template (VPAT): https://www.section508.gov/sell/vpat

Close

Thank you for joining us today!

If you have any questions or need assistance in addressing effective use of technology issues in your state, reach out to your liaison.